DOCUMENT RESUME

ED 227 621 EC 151 070

AUTHOR Greenwood, Charles R.; And Others
TITLE Cross-Cultural and Minority Issues in the Education of Handicapped Children: A Principal Mediated Inservice Program for Teachers. Final Report, June 1979 to May 1982.
INSTITUTION Kansas Univ. Medical Center, Kansas City. Dept. of Special Education.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE 30 Jun 82
GRANT G007901332
NOTE 53p.; For related documents, see EC 151 071-072.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Disabilities; *Inservice Teacher Education; *Minority Groups; Program Descriptions; *Teacher Attitudes; Teaching Skills
IDENTIFIERS Final Reports

ABSTRACT

The final report describes a project designed to provide classroom teachers with inservice training on the education of handicapped minority children. The project was a joint effort between the University of Kansas (Department of Special Education) and the Kansas City, Missouri, School District. Progress and accomplishments are charted according to objectives for each of the 3 years of the project. The project's dissemination activities, including a brochure, an audiovisual package, and a text on minority issues in the education of handicapped children are described. Field evaluation data from two studies are reported which involved 34 school personnel and 6 school personnel, respectively. Results are seen to indicate the project's effectiveness in increasing teacher awareness, knowledge, and classroom applications of techniques based upon the content of the course. Field study results were taken into consideration in revising the project products. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED227621

Final Report

Cross-cultural and Minority Issues in the Education of Handicapped Children: A Principal Mediated Inservice Program for Teachers

Charles R. Greenwood, Dorothy Preston,
Verona Hughes and Susan Thibadeau

Department of Special Education
University of Kansas Medical Center

A Special Project
Funded by the Special Education Program,
U.S. Department of Education

Grant No. G007901332
Project Officer: Edward Moore
June 1979 to May 1982

June 30, 1982

EC151070

Abstract

This is the final report for this Special Project. This report will cover a brief introduction to the project, the objectives originally proposed and completed during the project, including the MIIP program materials, the staff including consultants, results from two field tryouts of the program, and a report on program dissemination. Detailed reports were submitted previously covering the activities conducted within each project year and the original proposal contains the original comprehensive project plan. The reader is referred to these sources for additional information as required.

Acknowledgement

The authors would like to thank R. Vance Hall and Edward Meyen for their help and instrumental support at various stages of this project. The expertise of Carmen Root and Mary Todd in the preparation of manuscripts and Betty Smith and Judy Tate for their administrative help also needs acknowledgement and a heartfelt thanks. Finally, a debt of gratitude is owed Dr. Jasper Harris and the staff and faculty of the Kansas City, Missouri School District for their help and cooperation that made this project possible.

Table of Contents

	Page
Abstract	ii
Acknowledgement	iii
Table of Contents	iv
Introduction	1
Objectives by year of project	2
Objectives completed	6
Monitoring of objectives	7
Student Involvement	8
Problems/Areas of Concern	8
Degree of Interface	9
Project Staff and Personnel Summary	10
Consultants	11
Dissemination Activities	13
About the Materials	13
Summary of Dissemination Activities	14
Materials Produced	15
Publication in the Private Sector	17
Field Evaluation Studies	18
Study I - Kansas City, Missouri	18
Study II - Kansas City, Kansas	36
Summary and Conclusion	44
References	45
Appendices	47
Appendix A - Publication Interest	47
Appendix B - Information for MIIP Participants	48
Appendix C - Sample Teacher Application Tasks	49
Appendix D - Comments/Satisfaction	50
Appendix E - Trainer Fidelity - Study II	51

Introduction

The purpose of this project was to provide inservice training to classroom teachers in new and current issues in the education of minority race/culture children. While considerable research and instructional expertise relates to the separate areas of minority education and education of handicapped children, there is currently a paucity of information on appropriate methods for the special education of minority/ethnic group children.

The general objectives of this three-year cooperative inservice project between the Department of Special Education at the University of Kansas and the Kansas City, Missouri School District were:

1. To organize and assemble the current issues and state of the art relating to the special education of minority handicapped children. This was accomplished through the participation of a steering committee comprised of local minority group representatives, handicapped persons active in education, and special education professionals representing those served in the district.

2. Develop a dissemination oriented inservice training package for use by local school building principals and/or special education leaders for training of local building staff involved in the education of the handicapped under P.L. 94-142.

3. Complete inservice training using the inservice package in local buildings with teachers in the Kansas City, Missouri school District.

4. To disseminate the inservice package through the National BEH Regional Resource Centers Network, CEC Minority Concerns Office, and via commercial publication of the package.

Objectives by Year of Project

Year I - Planning and Issues Development Phase. The major focus in Year I will be determining a comprehensive list of needs, objectives and issues related to the education of minority group handicapped children. This will be the outcome of the steering and LDSC committees which will be formed in the first year. By year's end reports will be submitted by both committees to the project team in response to this directive. Included in this report will be suggestions as to the content, types of resources, skills, opportunities, etc., that can be brought to bear in the inservice training package. Based upon these reports the inservice format and specific materials will be developed in Year II.

(A) Specific objectives to be completed by the Steering Committee

1. The committee will appoint a duly elected chairperson from among its ranks.

2. A presentation of the scope of the committee's activities will be made to the committee by the project director at the first committee meeting. This presentation will include:

a. topics to be covered

b. the guidelines to be prepared by the committee regarding their specific topics

c. the time line for the completion of this task

d. the committee responsibilities in Year II and III

e. a suggested meeting agenda for the committee

3. The committee will consider the scope of its responsibilities and will adopt a meeting schedule appropriate to this task in its first meeting.

4. During the course of its meeting the committee will cover the issues submitted to it by the project director and described in the original proposal plus additional issues developed by the committee.

5. Resources will be made available to the committee by the project director given that surveys, literature reviews, or data gathering activities are required by the committee in order that objectives may be carried out.

6. The committee will complete a report entitled 'Guidelines for the Education of minority culture/race children with major handicaps'. The report will reflect both the issues content and recommendation of the panel for effective educational intervention for the minority handicapped.

7. Meetings will be attended by the committee members, the project director, and school district representatives. The project director will be responsible for insuring that the activities of the meeting are recorded for further consideration of the committee.

(B) Specific Objectives of the Local District Staff Committee (LDSC)

1. This committee will also appoint a duly elected chairperson.

2. A similar presentation of the project and the particular responsibilities of the LDSC committee will be made by the project director.

3. The function of this committee will be to meet to review and respond to the steering committee's 'guidelines'.

4. The LDSC committee will be responsible for drafting a response to the steering committee's report that will include the local professional educators' view by:

a. elaboration of points.

b. clarification of points or issues.

c. disagreement with points or issues.

d. advice regarding project adoption of the steering committee's report, etc.

(C) Specific Objectives for the Project Staff

1. Hire appropriate staff.

2. Interview and screen candidates for both steering and LDSC committees.

3. Appoint and orient committees to their respective tasks and time lines.

4. Provide both directive support through elaboration of project objectives when requested and resources support through the provision of technical support and implementation of committee initiated activities, e.g., surveys or information seeking activities. The project personnel will also insure linkage between the committee and local district personnel.

5. Attend and record the deliberations of the committees' meetings.

6. Provide technical support in the form of secretarial and editorial services to assist in development of respective reports.

7. Develop parent satisfaction survey and field test by surveying all special education parents.

Year II - Materials Development Phase. Based upon the committee's reports the project staff wil begin preparation of the inservice training materials. Specifically, issues in assessment of local problems and needs, a training outline including specific lesson by lesson objectives and procedures, and training media, e.g., transparencies, filmstrip-cassette information package will be developed. On two occasions during Year II, the steering committee and the LDSC will consider draft materials submitted to them by the project staff for their review, comment and analysis. Based upon this feedback project staff will then complete the materials in implementation ready format, prior to use in Year III.

(A) Specific objectives to be completed by the Steering Committee

1. The steering committee will meet on two occasions to review draft materials developed by project staff based on steering committee's work in Year I. These materials will represent the contents of an inservice training program for teachers and staff at the local school level. The objective of the committee will be to advise the project staff on the compatibility of the materials in relationship to the guidelines produced by the committee.

(B) Specific objectives to be completed by the LDSC

1. The LDSC will also review draft materials submitted to them by the project staff on two occasions. As did the steering committee, the LDSC will recommend changes or areas requiring further work in order for the materials to be compatible with the LDSC report.

(C) Specific objectives to be completed by the Project Staff

1. The project staff will, after reading both the steering committee and LDSC reports, prepare draft outlines of the inservice training program for local school staffs on the education of the minority handicapped child.

2. The drafts will be based upon the issues raised and responded to by the two committees. The core content of the training materials will very likely consist of the major issues described on pages of this proposal.

3. Following the committee's response to the first draft materials revision will be completed taking these points into account. The revised materials revisions will be resubmitted to the committees for final consideration prior to development of the final materials. Additional changes or inclusions will be made at this time.

4. The specific materials to be developed and reviewed by the committees will include:

a. a principal's or special educator director's inservice training manual.

b. a teacher's monograph summarizing issues and procedures.

c. a cassette filmstrip package overviewing the inservice course.

5. The staff will develop an inservice mastery exam and a cultural diversity survey to be used in evaluation of the training.

Year III - Inservice Phase. During Year III, principals participating in the LDSC and others interested in the project will implement the inservice training at their schools. A two-day workshop will be conducted with principals by project staff to acquaint them with actual use of the materials. Preassessment measures will be completed, training carried out, post measures implemented thereafter and a follow-up prior to the end of the school year. As in Year II, regular progress reports will be made to the steering committee from the project staff and the LDSC Committee concerning implementation progress.

(A) Specific objectives of the Steering Committee

1. An inservice training field test plan will be submitted to the committee for consideration and approval.

2. Results of the inservice including final materials and results of the inservice evaluation will be considered by the committee.

3. The committee will draft a comment on the outcome of the inservice and materials for inclusion in the final project reports submitted by the project director.

(B) Specific objectives of the LDSC Committee

1. The inservice training plan will also be submitted to this committee for consideration, approval, and participation by members.

2. Results of the inservice including the final materials and the evaluation will be submitted to the steering committee for consideration.

3. The committee will draft a comment on the outcome for inclusion in the final report submitted by the project director.

(C) Specific objectives of the Project Team

1. An inservice training plan including evaluation components to center around the use of developed inservice materials for the education of the minority handicapped will be prepared by project staff. This plan will entail the major planning efforts for the last year of the project. The plan will schedule:

a. contacts and participation of local principals and special education directors.

b. inservice training of these personnel.

c. schedule training of the teachers and staffs in their local buildings.

d. pre and post evaluations.

e. follow-up evaluations.

2. Information about the inservice will be disseminated to the district and local schools. Principals and special education directors will be personally contacted.

3. A two-day inservice for principal and special education directors will be developed and carried out by the project staff.

4. Instruments for evaluation of the inservice will be developed. These instruments will include evaluation of the materials and their utility as seen by participating teachers and principals.

Objectives Completed

Table 1 summarizes the project objectives completed by year of the project. All project objectives were completed as can be noted in Table 1.

Table 1
Summary of Specific Project Objectives
Completed as of June 1982

Year I - Planning and Issues Development Phase (June 1, 1979 - May 31, 1980)

Specific Objectives	Agent Responsible
1 2 3 4 5 6 7	Steering Committee
1 2 3 4	Local District Committee
1 2 3 4 5 6 7	Project Staff

Year II - Materials Development Phase (June 1, 1980 - May 31, 1981)

Specific Objectives	Agent Responsible
1	Steering Committee
1	Local District Committee
1 2 3 4 5	Project Staff

Year III - Inservice Training Phase (June 1, 1981 - May 31, 1982)

Specific Objectives	Agent Responsible
1 2 3	Steering Committee
1 2 3	Local District Completed
1 2 3 4	Project Staff

Monitoring Objectives

1. Role of the PI. Dr. Greenwood has monitored the implementation of the projects' objectives via weekly staff meetings and writing of the year end progress reports in Years I, II, and III of the project. Weekly staff meetings including Dr. Greenwood, Ms. Preston, and the three student research assistants have been conducted throughout the course of the project. The meetings have used to:

a. review progress to date.
b. develop approaches to current activities.
c. project assignments related to future activities.

2. Role of the Project Coordinator. The project coordinator, Ms. Preston, has been primarily responsible for planning weekly meetings including agenda to be considered and in recording decisions made and activities to be carried out. Ms. Preston has also been responsible for assigning and monitoring the work of student research assistarts and in handling communications with schools, teachers and interested parties.

3. Mechanisms/Procedures for Monitoring Progress. As explained in the proposal, completion of objectives in relationship to the time line is the major criterion used for assessing progress and program implementation. Products developed during this period are also checkpoints indicative of progress. These events also include visitations to sites, steering committee meetings completed, etc.

Student Involvement

Four graduate students have participated as members of the project team. They have served in a number of roles including literature reviews, contacts with schools, sites, and committee members, contributions to planning meetings, writing activities in relationship to program materials and objectives, data analysis,and principal and teacher inservice activities. Since the students have been affiliated with the project since its beginning (except in the case of Thibadeau) training has been an informal major parameter of the project. Rather, training has been based upon the apprentice researcher model in which students are assigned to conduct various roles in which they will eventually function following completion of their Ph.D. programs. Thus, students have had a great opportunity for input into the operation of the project in all aspects.

Problems/Areas of Concern

One of the major problems encountered by the project was the lack of wide participation by Kansas City, Missouri building principals and teachers. For example, with budget cuts this past year, 450 teachers have been furloughed, reorganization of administrative staff and a strategic plan to increase achievement gains have been implemented. As a result of a new emphasis on principals as building-based managers of student achievement, they were heavily involved in inservice training currently directed at the basic skills curriculum.

Although the MIIP project itself was perceived as a much needed program, the majority of the principals and teachers found that they were simply overworked and could not take on any new activities. Thus, we were unable to get as many commitments as was originally anticipated.

Degree of Interface

This project has interfaced with other federally funded projects in at least three ways. The major interface has been conceptual and has resulted in an integration of work related to educational problems faced by minority handicapped children. The project has for three years existed in a mileu of Kansas City based projects that have focused on the educational problems of these children. These projects are related to reading in minority learning disability children (Hall, Delquadri, & Greenwood, 1979) funded by the Office of Special Education and the Juniper Gardens Children's Project, a program-project funded by the National Institute for Child Health and Human Development (Schiefelbusch, 1978). These projects have been primarily concerned with scientific studies of instructional procedures that are effective in ameliorating academic retardation in low socioeconomic and minority children. The MIIP project has provided, in this mileu, a general integrative function, as it has dealt broadly with educational factors that effect minority handicapped students. Thus, the mileu has been more cohesive in scope and breadth due to the project.

In a second area, the project has had an impact on preservice instruction offered by the Department, and thus, has augmented the objectives of the Special Education Departments' Block Grant. As a result of the grant, a course in Minority Issues in Special Education has been developed and offered over the past two years. This has broadened the scope of the student's education in the Department.

In a third area, in the last year of the project planning was initiated between Drs. Greenwood and Skrtic to assess the potential use for MIIP materials to be used as part of the inservice training activities covered by the TEDDIE grants and the use of building-based inservice teams as a means for delivering MIIP inservice training to teachers. This interface was communicated in new grants submitted as of Octover, 1981 to the Office of Special Education.

Project Staff and Personnel Summary

August 1971 through May 1980 (Year 01-June 1979 through May 1980)

Name	% Time	Salary
C. Greenwood	68	18,234.88
J. Delquadri	23	5,164.55
L. Thurston	25	5,000.01
D. Preston	100	12,524.70
D. Millsap	50	362.50 (1 mo.)
C. Root	29	2,850.00
W. Critchlow	52	5,416.70
V. Hughes	62	6,500.00
P. Yuen	52	5,416.70
June 1980 through May 1981 (Year 02)		
C. Greenwood	45	14,337.69
J. Delquadri	15	3,636.60
L. Thurston	25	5,499.00
D. Preston	100	16,023.57
C. Root	44	4,808.37
W. Critchlow	43	5,802.45
V. Hughes	44	5,877.43
P. Yuen	52	6,917.05
June 1981 through November 1981 (Year 03)		
C. Greenwood	30	10,331.62
J. Delquadri	14	3,811.43
D. Preston	100	7,880.98
C. Root	40	2,302.68
W. Critchlow	52	3,680.33
V. Hughes	62	4,416.00
P. Yuen	52	1,159.16 (2 mos)
S. Thibadeau	50	1,500.00

Consultants

June 1979 through May 1980 (Year 01)

Name	Purpose/Service	Time on Activity	Fee Paid
Phillip C. Chinn	Minority Issues Today	16 Hrs.	$ 638.19
Janice Kelly	MIIP Steering Committee	32 Hrs.	1,194.72
Barbara Hankinson	MIIP Steering Committee	40 Hrs.	1,378.40
T. Michale Lillis	MIIP Steering Committee	38 Hrs.	1,109.47
Jasper Harris	MIIP Steering Committee	40 Hrs.	1,378.40
Voris G. Bailey	MIIP Steering Committee	36 Hrs.	1,240.56
Anna McGuire	MIIP Steering Committee	36 Hrs	1,240.56
David Virture	Production Design Models	40 Hrs.	400.00
Carylon Morris	Clerical	3 Hrs.	96.00
June 1980 through May 1981 (Year 02)			
Diane Berreth	Program Materials Dissemination	24 Hrs.	800.00
Janice Kelly	MIIP Steering Committee	5 Hrs.	133.00
Barbara Hankinson	MIIP Steering Committee	5 Hrs.	133.00
Jasper Harris	MIIP Steering Committee	5 Hrs.	133.00
Voris G. Bailey	MIIP Steering Committee	5 Hrs.	133.00
Anna McGuire	MIIP Steering Committee	5 Hrs.	133.00
Marjorie Farrell	Local District Committee	5 Hrs.	131.25
Wilbur Goodseal	Local District Committee	5 Hrs.	131.25
Conrad Miner	Local District Committee	5 Hrs.	131.25
Mary Weaver	Local District Committee	5 Hrs.	131.25

June 1981 through May 1982 (Year 03)

Name	Purpose/Service	Time on Activity	Fee Paid
Hyman Hops	Program Dissemination & Evaluation	20 hours	$ 718.90
Cheryl Mitchell	MIIP Trainee	6 hours	30.00
Tina Niemann	MIIP Trainee	6 hours	30.00
Shirlene Alexander	MIIP Trainee	6 hours	30.00
Jae Pierce Baba	MIIP Trainee	6 hours	30.00
Evon Alexander	MIIP Trainee	6 hours	30.00
Charlotte Dickey	MIIP Trainee	6 hours	30.00
Van Scott	MIIP Trainee	6 hours	30.00
John Jackson	MIIP Trainee	6 hours	30.00
Andrea Pearson	MIIP Trainee	6 hours	30.00
Julie Ingram Bush	MIIP Trainee	6 hours	30.00
James E. Burnside	Inservice Trainer	30 hours	172.50
Brenda Black	Inservice Trainer	30 hours	172.50
John T. Duncan	Inservice Trainer	30 hours	172.50
Frank Newman	Inservice Trainer	30 hours	172.50
Michael Lillis	MIIP Steering Committee	3 hours	90.00
Anna McGuire	MIIP Steering Committee	3 hours	90.00
Barbara Handinson	MIIP Steering Committee	3 hours	90.00
Janice Kelly	MIIP Steering Committee	2 hours	60.00
Voris Bailey	MIIP Steering Committee	2 hours	60.00
Jasper Harris	MIIP Steering Committee	2 hours	60.00
Bernadette Barber	Inservice Trainer	15 hours	75.00
Melinda Sutton	MIIP Trainee	5 hours	25.00
Nadine Williamson	MIIP Trainee	5 hours	25.00
Bill T. Barrett	MIIP Trainee	5 hours	25.00
Jean E. Henderson	MIIP Trainee	5 hours	25.00
Steven Mann	MIIP Trainee	5 hours	25.00
Arthur A. Jacob	MIIP Trainee	5 hours	25.00

Dissemination Activities

About the Materials

The MIIP materials are comprised of: (a) an informative brochure, (b) a ten-minute audio-visual package, (c) the text, Minority Issues in the Education of Handicapped Children, and (d) Instructor's Manual.

The Brochure. The brochure is a one-page overview of the topics and content of the course. The objective of the brochure is to provide a quick overview of the program to a principal, teacher or other District personnel. The brochure is the first level of orientation to the program.

The Audio/Visual Package. This package is the main element in the orientation of personnel to the inservice training program. The package contains a ten-minute film-strip in which a case is presented demonstrating the problems, content, and organization of the inservice training program. An audio cassette supplies an information component explaining and highlighting the visual information. The package is best used as an orientation device with district and building level personnel to enable a cost-effective presentation of the program to be made. Based upon this orientation and additional handout information provided by the person conducting the orientation, the decision concerning trainee interest and participation in the program can be effectively obtained.

The Text. The text, Minority Issues in the Education of Handicapped Children, is the main element of the training program. The text contains ten chapters and related appendices that provide readings in ten specific minority issue areas in special education. The text has been organized so that in each chapter the following is provided: (a) learner objectives for the chapter, (b) the readings, (c) review and study questions over the materials, (d) discussion questions, (e) previous commentary in regard to the discussion questions, and (f) teacher application tasks.

The Instructors Manual. The Instructor's Manual provides the information necessary for the instructor to carry out the course. Thus, the Manual contains information concerning the course materials, instructor options and requirements, evaluation options, pretraining considerations, training activities, posttraining considerations, and the materials (i.e., exams), and other consumable materials used in conducting the course. The Manual has been developed as a companion to the Text, thus, materials in the Text are not repeated in the Manual and vice-versa.

Summary of Dissemination Activities

-- Presentation made to the Department of Special Education Faculty Members and Department of Human Development and Family Life to introduce them to the project, Lawrence, September 1979.

-- Ms. Preston attended Bilingual Conference sponsored by ACCESS, Inc. at the University of Maryland, February 1980.

-- Dr. Greenwood presented a paper entitled Opportunity to respond and academic instruction: Implications for teaching minority students at a round table discussion on the Exceptional Black Student at the CEC Convention, Philadelphia, Pennsylvania, 1980.

-- Project staff participated in a two-day retreat in Parkville, Missouri sponsired by the Multicultural Education Program, Department of Education, University of Kansas, 1981.

-- Project staff conducted a symposium in Minority Issues Inservice Training Program at the National Topical Conference on the Exceptional Black Student, sponsored by CEC, New Orleans, La., February 1981.

-- Dr. Greenwood presented a paper entitled, Process product analysis of peer tutoring: Instructional control of academic responding, social behavior, and achievement outcome. Presented at AABT convention, Toronto, Canada, 1981.

-- Communications have been opened and maintained with Dr. Charles MacArthur of DISSEMIN/ACTION and they have agreed to communicate the availability of MIIP materials through their national network, 1981.

-- Course in Minority Issues in the Education of Handicapped Children was developed and implemented, Fall semester, 1981, and Spring semester, 1982.

-- A materials booth at CEC was conducted in which the MIIP materials were exhibited and demonstrated to interested persons, Houston, Texas, April 1982.

-- Materials were sent to the National Inservice Network, specifically to Diane Berreth, who is considering the materials for dissemination throughout this facility.

-- Dissemination of 42 sets of materials to Elma M. Leigh, Ed.D., Western Illinois University, Macomb, Illinois, 61455, for use in a course in Minority Issues, May 1982.

-- Workshop conducted at Utah State University, June 1982, by Dr. Charles Greenwood resulted in the dissemination of 15 sets of materials to participants who work primarily with Navajo Indians.

Materials Produced

Table 2 summarizes the materials produced based upon the Year II budget. Sixty-five instructor's manuals, 150 MIIP Texts, 250 brochures and 243 audio-visual packages were produced.

Table 2

MIIP Materials - First Printing

Number	Item	Unit Cost	Total Cost		Allocated
65	Instructor's Manual	$ 3.16	$ 205.40		
150	MIIP Text	8.39	1258.45		
250	Brochure 4 x 8 panel	.72	180.02		
			subtotal $1643.87		$1650.00
243	MIIP Cassette Filmstrip Kits	26.75	6500.00		$6500.00
				Total	$8143.87

Does not include cost of covers.

Based upon the field tryouts (see page 18), a second revision was made in Year III that incorporated the benefits of corrections and editing. Thus, as indicated 20 Instructors Manuals and 75 Texts were produced in Year III. These manuals constitute the final product.

Table 3

MIIP Manuals - Second Printing

Number	Item	Unit Cost		Total Cost
20	Instructor's Manual	$ 3.16		$ 63.20
75	MIIP Texts	8.36		629.35
			Total	692.55

Mail-out as of June 1982. As a result of our dissemination activities that yielded names and addresses of interested persons, (67 for example, at our CEC exhibit), Table 4 presents our mail out of materials. These figures represent dissemination above and beyond our field training in Kansas City and use of the materials in University courses at K.U. We have sent the materials to persons in 24 states. These are listed by the number of requests in Table 4.

Table 4

Summary of States and Requests for MIIP Materials

State	Freq.	State	Freq.	State	Freq.
Texas	9	Florida	3	Mississippi	1
Missouri	7	North Carolina	3	Colorado	1
Kansas	6	New Mexico	3	Massachuetts	1
Arizona	8	Utah	2	Michigan	1
Louisiana	4	Maryland	2	Wash. D.C.	1
New Jersey	4	Alabama	2	Kentucky	1
Virginia	4	California	2	South Dakota	1
New York	3	Illinois	1	Oklahoma	1
				Total	71 requests

These requests translate to 71 copies of MIIP Text, 16 copies of the Instructor's Manual and 8 copies of filmstrip unit. Thus, there appears to be an active interest in obtaining the program. Because of delays in obtaining and assembling parts of the cassette/audio visual package, these figures do not reflect a representative interest in this unit of the program. This will continue to be disseminated over the next academic year.

Publication in Private Sector

As a result of contacts with DISSEMIN/ACTION in 1981, interest has been expressed in publication of the program by Hubbard, Inc. (See Appendix A). Thus, it is anticipated that the program will be of interest to publishers via the EDGAR procedures for publication of materials developed by SEP projects. The project staff is committed to working closely with SEP and the publishers in order to have the materials become commercially available. To this end, many of the procedures recommended by the LINC group (Market Linkage Project for Special Education) have been used in the development of the materials in order to reduce costs to publishers at the time of publication.

As demonstrated in this section, the MIIP materials have been developed and are in an active phase of dissemination that will continue for at least a year after SEP support for the project has been discontinued. The project has had a national impact and appears certain to have a greater impact through commerical publication.

Field Evaluation Studies

Two field evaluation studies were conducted in the final project year. These studies were completed to ascertain the effects of the training program when implemented through the inservice training format by the principal or a designated special education faculty member. The first tryout in the Kansas City, Missouri District examined the programs utility within the District in which the program was developed. This tryout consisted of 34 participants, with four building level trainers and four groups of teachers within each building. Thus, four replications of the program were completed.

In the second tryout, in the Kansas City, Kansas school district, the opportunity arose tc examine the programs effects in a district outside the one in which the program was originally developed. In this case, a designated special education faculty member implemented the program with six persons including the building principal as a trainee.

Tryout Results in Kansas City, Missouri - Study I

In order to secure participants in the Kansas City, Missouri School district, a rather lengthy process was carried out in order to interest as many potential trainees as possible. On September 30, 1981 project staff met with the Districts Principal Advisory Committee and presented the MIIP program. This included a review of the program objectives and the benefits available to principals as trainers and teacher trainees (See Appendix B). The outcome of this meeting was permission to present the program to the Districts' 58 principals during a special meeting arranged for just this purpose. On November 12 and 17, 1981, the project staff presented the program to 58 principals in two meetings. The double meetings were held to accomodate various principals schedules. Principals interested in the program were encouraged to orient their building faculties to the program and prepare a statement of intent to participate in the program. By January 15, 1982 complete statements were obtained from 4 principals.

Setting and Subjects

This investigation was carried out in the Kansas City, Missouri School District. The district covers 24% of the downtown metropolitan area of Kansas City, Missouri, population 472,529. The district currently enrolls a total of 43,000 school age children with approximately 10% reported as receiving some form of special education in the 1981-1982 school year. The inservice training took place in four (4) different school buildings within the District.

The 34 participants involved in this investigation were classified into three categories: (1) Building trainers (N=4), (2) Trainees (N=20), and (3) Controls (N=10). Trainers were school principals or special education leaders trained by the Minority Issues Staff to implement the training package. Trainees were teachers, aides, and other school personnel who self selected to take the inservice training from an education leader in their respective buildings. The control subjects were closely matched to the trainees and were drawn from each of the experimental training sites. The control subjects were administered a series of MIIP quizzes for evaluative purposes.

Building Trainers (N=4). At the four training sites, two trainers were white, two were black, one was female, and three were males. Their ages ranged from 40 to 60. Three of the trainers were principals of their respective site of implementation and the other trainer was a special education administrator. Their range of time in the field of education was from 10 to 15 years. Their prior educational training ranged from the masters degree to the doctorate degree.

Trainees (N=20). The 20 trainees worked at the four buildings previously described. Thus, Group 1 had four trainees, Group 2 had five trainees, Group 3 had five trainees, and Group 4 had six trainees. In total these experimental groups consisted of four males; sixteen females; two black males; two white males; eight white females; eight black females. The age range of the trainees was from 22 to 60. The educational background of the trainees ranged from high school to masters level plus. Trainees' occupations ranged from that of aide to administrator with a range from 1 to 15 years experience in the field of education.

Controls (N=10). The control subjects were selected to closely match the experimental subjects in each group. These were two males, eight females; six black females, two white females, one black male, and one white male. The age range for the control subjects was from 22 to 40. Their educational background also ranged from high school to masters level plus, paralleling that of the experimental groups. Their length of time in the field of education ranged from 1 to 10 years. Controls numbered two, two, three, and three, respectively, by group.

Training trainers. A two-day workshop was used to describe and acquaint four inservice trainers with the procedures necessary to carry out MIIP in their respective buildings. The training of the inservice trainers took place over a two-day period, spending five and one half hours each Saturday. The first Saturday was devoted to the trainers manual and the basic requirements of both the trainers and trainees. The second Saturday of the workshop covered specific duties of the trainers and trainees in more detail.

On day one, time was provided for an introduction and brief background covering both the Minority Issues Inservice Program (MIIP), staff and the building trainers. This time was provided as an ice breaker prior to the actual training session. Following the introduction of workshop participants, the two MIIP staff provided an overview of the MIIP project. Overhead transparencies, handouts, and the MIIP film-strip were used to familarize trainers with the project and their responsibilities.

Next, the workshop trainees were given the MIIP Instructors Training Manual to study. They were instructed to read pages 1 through 23 and to look over the appendices. When the participants felt ready, they were given a quiz over the manual, on which they were required to score 95% correct. In the event that they failed to reach criterion, they were instructed to restudy the material and take the test again. None of the participants had to take the quiz over the manual more than two times. This exercise challenged the trainers to answer questions about the specific content and organization of the training, as well as details concerning the Instructors' and Trainees' materials.

Following this exercise, participants were given time to address any issues which were related to getting the inservice training started in their buildings. This time was scheduled for the participants to adequately introduce matters related to implementation of MIIP. Activities during this period were specific to the local school situations and the responsibility of each trainer. Some of the issues discussed included the rationale for using MIIP, specific trainee activities, schedule of training, time lines, participation requirements, possible problems and how to deal with them, etc.

At the end of the day, the participants were provided a debriefing period. The purpose of this activity was to address any unanswered questions or issues, in addition to providing the participants with a summary of the materials covered up to this point. The participants were assigned two units from the MIIP text to prepare for the next meeting. They were required to: (a) read two of the MIIP chapters, (b) prepare a five minute lecture over each , (c) prepare five discussion questions for each, and (d) prepare two application task outlines - one for each chapter. The participants were informed that the next meeting would be devoted to roleplaying a simulated training session, using the two assigned units.

The second Saturday meeting started by addressing issues, questions, concerns and the like which may have occurred since the last meeting. The remainder of the second day was devoted to roleplaying the two chapters assigned the previous week. Participants were provided feedback forms on which they graded each presenter. Each presenter was graded on: (a) the five minute lecture, (b) the relevancy of the discussion questions, and (c) the relevancy of the application task over each unit. The participants covered one chapter in the morning and the other in the afternoon. The purpose of this exercise was to illustrate how an actual training session should be conducted. The feedback served the purpose of providing the inservice trainer with an overview of his/her performance as well as to address any concerns at this point.

The roleplay exercise required the relevant terminal performances which should be made by both the inservice trainer and the trainees. A debriefing session was held at the end of the second day workshop session. A review

of everything covered over the two days was reviewed and questions and concerns were addressed. Participants submitted to the MIIP staff a tentative training schedule for their building. Lastly, the participants were asked to evaluate the MIIP staff's training efforts during the two-day workshop.

Implementation at each Building

In order to complete the program at each school, trainers adapted the program best which best fit their own circumstances. Thus, there were organizational differences in the training at each building but the content remained the same. All groups covered the 10 MIIP Chapters.

Group 1 completed training as described in the Instructor's Manual. Group 2 modified the chapter mastery procedures so that teachers scoring below 90% took the retest at the beginning of the next meeting, leaving a week to restudy. Group 3 teachers did not have a second opportunity to retake the quiz on chapters as they all passed the 90% level on the first test trial. Groups 1-3 all met after school from 4:00 to 6:00 pm once each week during the course. Group 4 elected to meet Saturdays and their schedule required that they cover two chapters at each meeting. They met from 12:00 to 4:00 pm. The instructor of this group decided to grade the quizzes which he returned to trainees. Re-takes were done the next week at the school as teachers had time to complete them before the next meeting.

Design

One of the major questions addressed in this project was the demonstration that the training accompanying each chapter was functionally related to gains in teachers' knowledge and awareness of minority issues. An alternating treatments (Chapters) design was used within each of the four groups to accomplish this objective. This design provides an experimental analysis of treatment (in this case, MIIP training) by alternately measuring trainee performance under conditions of training and no training (Herson & Barlow, 1977, p. 198-222; Miller & Weaver, 1972). In this design each trainee was

randomly tested three times during the training on a chapter they had not been assigned in addition to the chapter they had been assigned. In this fashion it was possible to examine trainees performance on MIIP chapter tests with and without completing the training sequence related to it. Since, in this design, trainees took some of the same tests twice (with and without training), one might wonder about the effect of repeated testing on mastery. To control for the effects of repeated testing on chapter mastery, control subjects were also administered the same chapter tests in order to assess their performance without training and with repeated testing on the same chapter.

In a second summative design, all trainees and controls were administered a pre and post examination over the entire course content. Participant satisfaction with training was assessed using a post only survey. Records and examples of trainees classroom application tasks were also obtained over the course of the project to document their application of minority issues content in their teaching and school activities.

Measures

Pre and post tests (Instructor's Manual, Pp. 25 and 43, respectively) were developed from the total pool of items used for chapter quizzes (Instructor's Manual, Pp. 63a-99). From a total pool of 100 items in which half were randomly sampled from each Chapter quiz the pre test was formed. The post test was comprised of the remaining items. Thus, the tests are equivalent alternate forms. Each test consisted of 50 objectively scored items (i.e., multiple choice, true or false, or fill in).

The chapter tests were comprised of 10 items covering the objectives in each MIIP chapter. These tests were administered after the training sequence over each chapter (i.e., read chapter, prepare review questions, discuss chapter, etc.).

The trainee satisfaction survey (Instructor's Manual, Pp. 100) was comprised of seven items that addressed points related to the quality of the training experience. This was administered at the end of training, after Chapter 10 had been completed.

Application tasks were developed using a standard form (Instructor's Manual, p. 102) that allowed for a record of the tasks to be made. This included the title of the task, its objectives, procedures and evaluation procedures, etc. Attached to this form could be examples of the materials actually used by students or other developed material. Thus, part of the MIIP program was the development of a school based technology based upon minority issues.

Results

The overall results of MIIP training on final chapter quiz mastery is summarized in Figure 1. The experimental trainee group (N=20) averaged 98% on the chapters on which they received training versus 37 percent on the quizzes on which they had received no training. Also presented is the performance of the controls who had no training on any of the chapters but were given a test and re-test administration of each quiz.

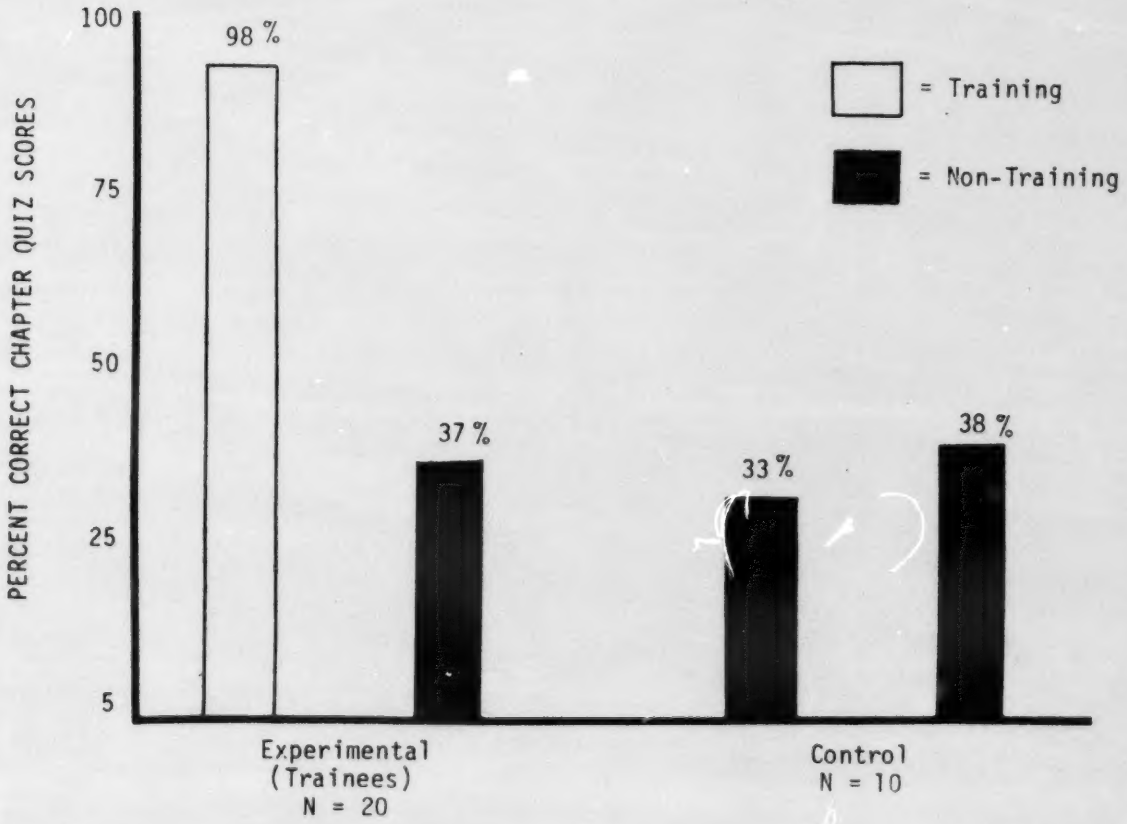

Figure 1. Overall chapter mastery scores for MIIP trainees and controls

In this case controls averaged 33% on the first test occasion and 38% on the second test occasion. These data indicated overall that MIIP training was highly related to chapter mastery and that repeated testing used to obtain this analysis contributed only minimally to the total effect. These results were representative of the results obtained for each group (See Figure 2). MIIP training led to chapter mastery levels ranging from 96 to 99% over all ten chapters. In contrast, when tested on quizzes on which they had not been trained, trainees averaged 32 to 42% over groups, respectively. The fact that repeated testing on Chapter quizzes contributed minimally to control mastery was also replicated by groups. Scores on these tests were low (ranging 29 to 35% at first testing to 34 to 44% on a second testing). The gains on these tests were minimal and ranged from -1% to 10% by groups, respecitvely (See Figure 3).

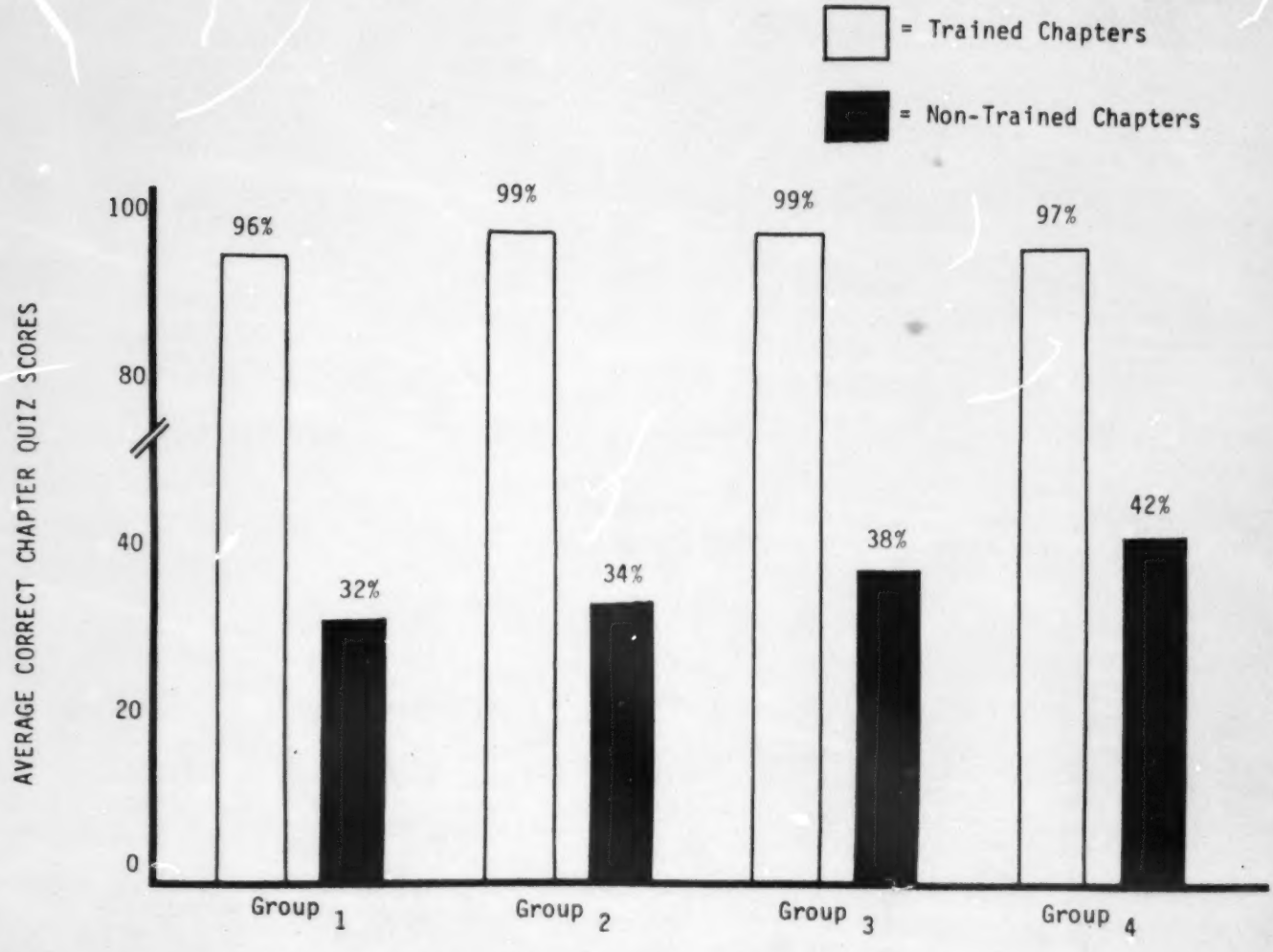

Figure 2. Average chapter mastery by trainee groups.

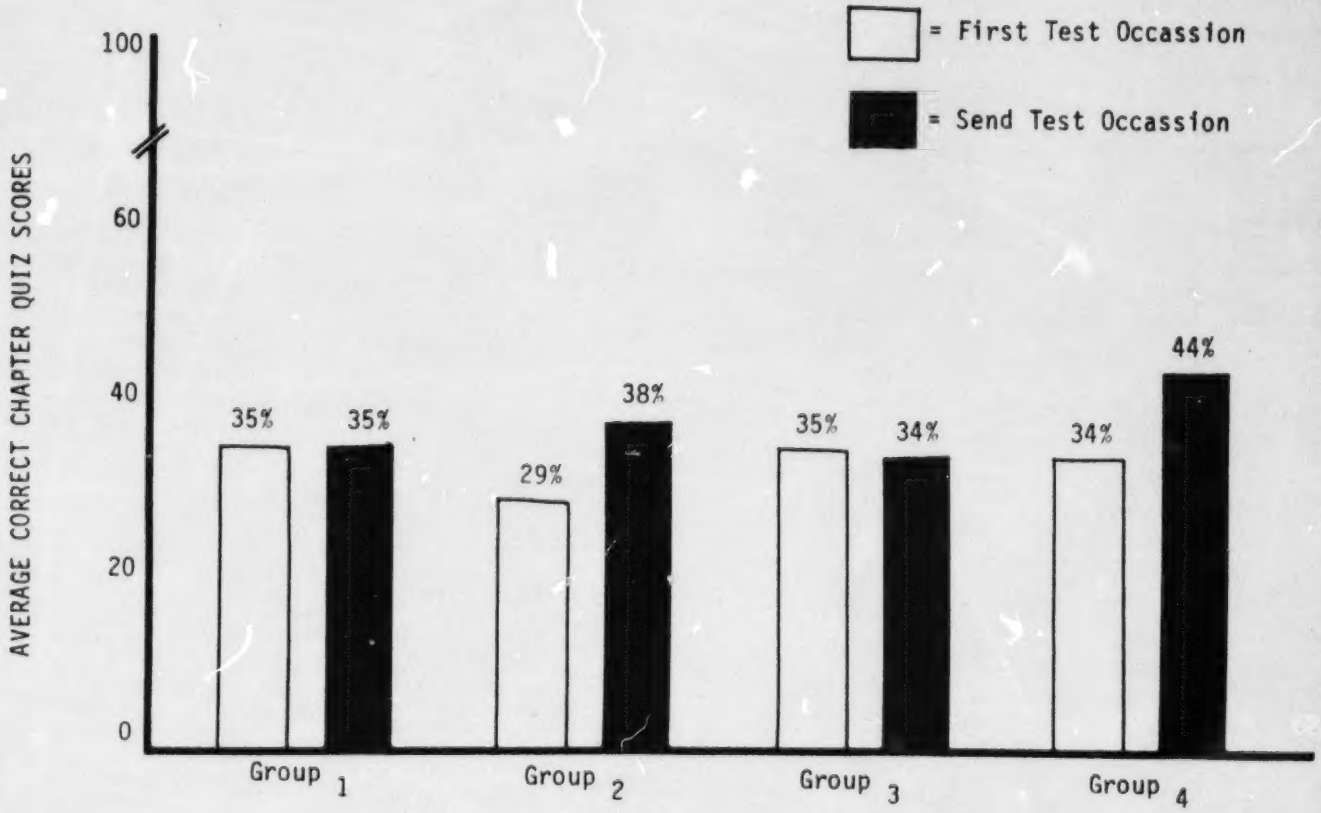

Figure 3. Average Chapter Mastery for Control Groups

To examine the effects of training on chapter mastery over chapters, trainee and control group performances were plotted by chapter in Figure 4.

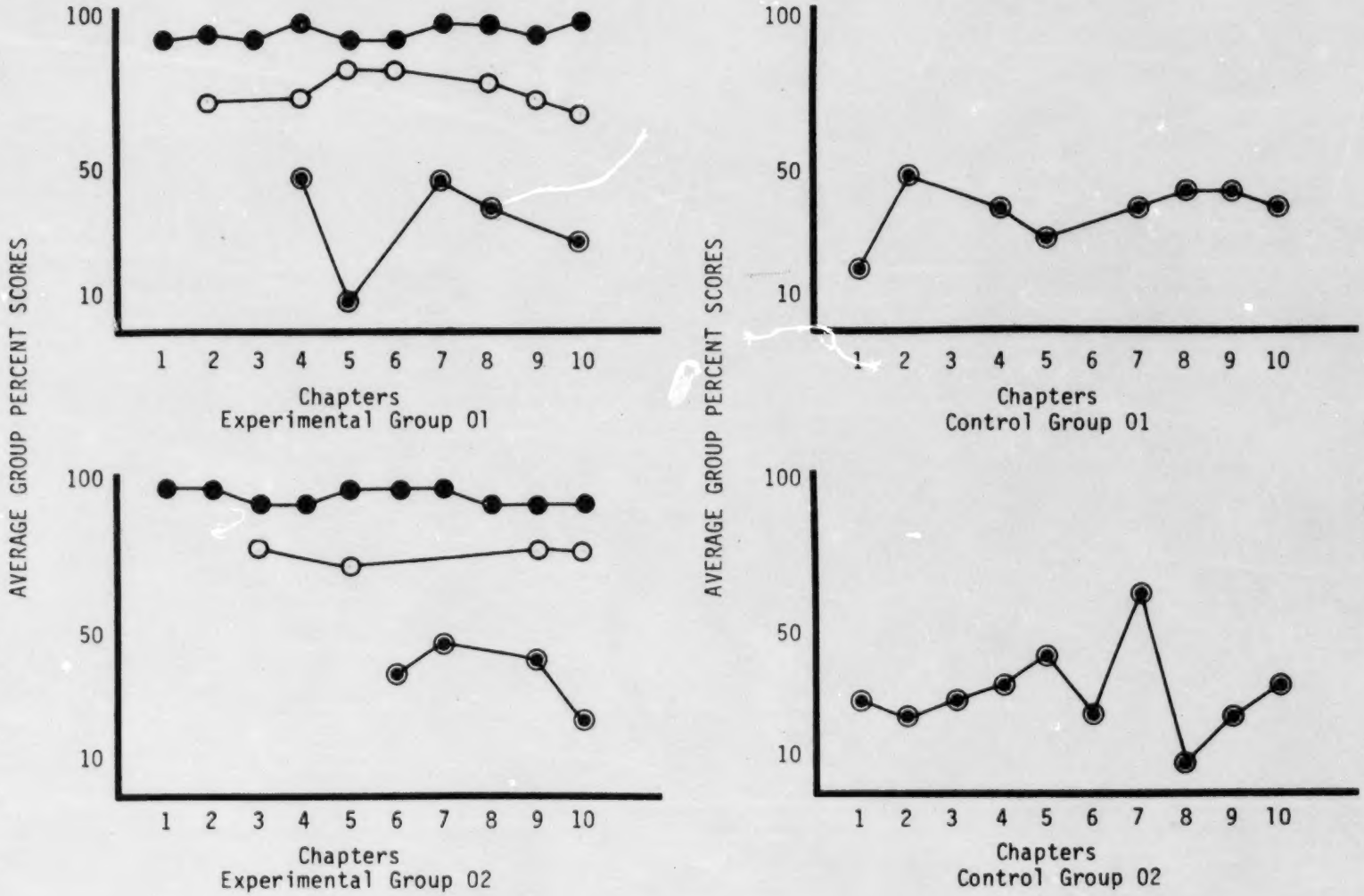

Figure 4. Chapter mastery over 10 chapters for trainees and controls by groups.

(Figure 4 continued)

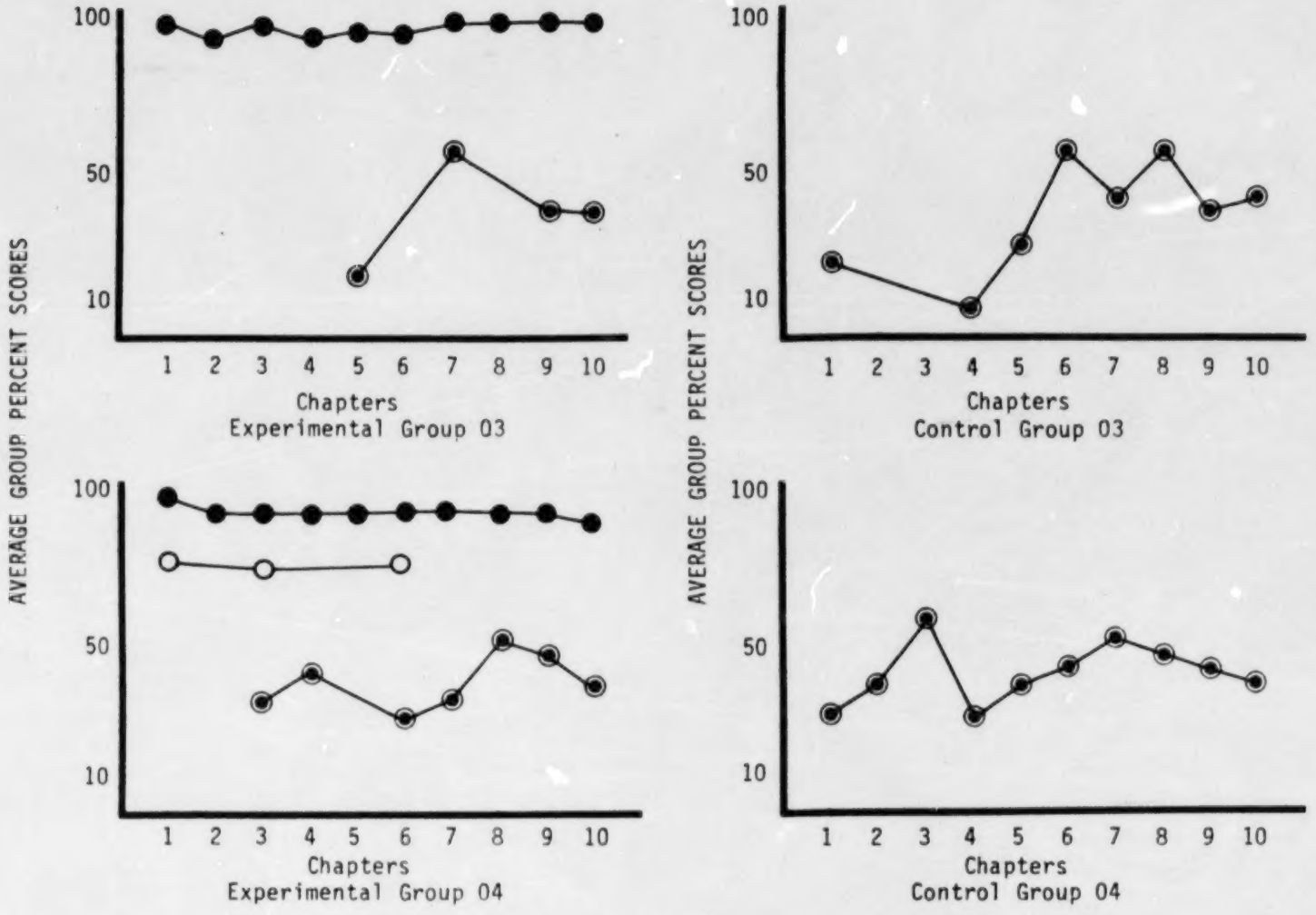

Figure 4. Continued

In Figure 4 for each group, final mastery (with repeated testing), the first time score (if below 90%) & non-trained chapter scores, can be seen over chapters. Again, for all four groups it can be noted that MIIP training: (a) produced high first time quiz performance (71% over all groups), (b) final mastery was above 90%, (b) non-trained units were systematically lower and never above training, and (d) controls performed at percentages similar to those of trainees on untrained units.

Application Tasks Completed by Trainees

One hunderd and fifty-four application tasks were completed by trainees (See Table 5). This translated to approximately eight tasks per trainee.

Table 5

Summary of Application Tasks Completed

Chapter	Topic	Group 1(N=4)	Group 2(N=5)	Group 3(N=5)	Group 4(N=6)	Total	Task/ Trainee
1	Introduction	0	1	2	10	13	0.65
2	Minority Handicapped Children	1	3	4	8	16	0.80
3	Assessment	2	4	1	9	16	0.80
4	Language	4	3	3	11	21	1.05
5	Learning Style	4	1	1	6	12	0.60
6	Educational Objectives & Curriculum	4	3	4	9	20	1.00
7	Educational & Vocational Barriers	6	3	3	8	20	1.00
8	Policy	1	0	2	5	8	0.40
9	Community	3	2	5	6	16	0.80
10	Staff Training	1	2	3	6	12	0.60
	Group Total	26	22	28	78	154	7.70
	Tasks/Trainee	6.5	4.4	5.6	13.0	7.7	

By groups the average number of tasks completed were 6.5, 4.4, 5.6, and 13.0, respectively. Clearly, Group 4 produced nearly double the number of tasks than did the other three groups. Across groups, Chapters 6 and 7 dealing with curriculum and barriers, respectively, resulted in the highest tasks completed, a rate averaging 1 per trainee. The introduction, learning style, policy, and staff training produced the lowest number of completed tasks. This appeared primarily due to teachers interests and the ability to actually apply the content in their classroom with students. The latter chapters dealt in many respects with school level concerns, rather than unstructional concerns. Teachers clearly did make direct applications within the various chapter topics. Samples of selected teacher developed tasks can be viewed in Appendix C.

Pre/Post Test Results

The summative pre/post performance of trainees is summarized in Table 6. The overall average of the groups on the pre test was 25.4% and ranged from 2.0 to 75.0 over trainees. Group means at pre ranged from 14.2% to 48.0%.

Table 6

Pre and Post Test Performance of Trainees

Group	Trainee	Pretest	Posttest	Gain
1	1	2	84	82
	2	14	98	84
	3	26	98	72
	4	32	98	66
Average $\bar{X}_1$ =		18.5	94.5	76.0
Range =		2 to 32	84 to 98	66 to 84
2	5	12	95	88
	6	21	85	79
	7	8	100	92
	8	20	98	76
	9	10	96	86
Average $\bar{X}_2$ =		14.2	94.8	84.6
Range =		8 to 21	85 to 100	76 to 92

Table 6 (Continued)

Pre and Post Test Performance of Trainees

Group	Trainee	Pretest	Posttest	Gain
3	10	17	96	79
	11	15	97	82
	12	18	99	81
	13	11	100	89
	14	13	97	84
Average $\bar{X}_3$ =		14.8	97.8	83.0
Range =		11 to 18	96 to 100	79 to 89
4	15	42	96	54
	16	47	94	47
	17	67	94	27
	18	75	94	19
	19	23	96	73
	20	34	92	58
Average $\bar{X}_4$ =		48.0	94.3	46.3
Range =		23 to 75	92 to 96	19 to 73
Overall $\bar{X}$ =		25.4	95.4	71.0
SD =		19.3	4.3	20.3

At post test trainees showed dramatic improvement averaging 95.4% overall, an average gain of 71%, $t(19)=15.6$, $p<.0001$. Post average scores by groups ranged from 84 to 100 over trainees. Gains by groups were 76.0, 84.6, 83.0, and 46.3. This demonstrated that all groups gained even though Group 4 made half the gain due to higher pre test scores. All groups at post appeared uniform regardless of gains and the training effects averaged above 94% regardless of group, setting, or trainer.

Trainee Satisfaction

Trainee satisfaction, while generally high, did vary with respect to the questions asked (See Table 7). Their overall satisfaction averaged 4.9 above the 4.0 average (1=low, 7=high). This ranged from a low of 3.3 in Group 1 to 6.8 in Group 2. Most consistently rated was satisfaction with the trainer, ranging from 6.93 to 7.0, and averaging 6.8. Trainers found the instructors' presentations and the groups discussions most valued with averages above 6.2, and they also valued application discussions, the classroom applications, and mastery exams (ranging 5.5 - 5.7). Least valued was the text at 3.8 with ranges of 2.5 to 6.6, the widest variations in ratings across groups. There was a trend for teachers to view the course as increasing their awareness and knowledge of issues and their classroom skills, in that order. The program had limited effect on colleagues not in the program as would be expected. The extent that the program generalized to students and their recommendation of the program to other teachers appeared only slightly above average overall with considerable variation by group. It appeared that trainees from Group 2 systematically provided higher ratings than did those in the other groups.

Table 7

Minority Issues in the Education of Handicapped Children

Trainees Satisfaction Survey

Each item is rated on a seven point scale (1=low, 4=average, 7=high)

		Overall Summary	Group 1	Group 2	Group 3	Group 4
1.	Rate your overall satisfaction with this course?	4.9	3.3	6.8	4.5	5.0
2.	Rate your satisfaction with the instructor?	6.8	6.3	6.8	7.0	7.0
3.	Rate the importance to you of each of the following components:					
	(a) Instructor's presentation	6.5	6.0	6.8	6.8	6.5
	(b) Group Discussion	6.3	5.0	6.7	7.0	6.5
	(c) Applications discussion	5.7	4.3	6.7	6.0	5.8
	(d) Classroom applications	5.5	4.5	6.5	5.0	6.0
	(e) Mastery exams	5.5	4.3	6.8	2.8	3.6
	(f) The Text	3.8	2.5	6.6	2.6	3.3
4.	In your judgement, rate the extent that the course actually increased your:					
	(a) Awareness of various issues	5.0	3.8	6.1	4.5	5.5
	(b) Knowledge concerning specific issues	5.0	3.5	6.3	4.5	5.6
	(c) Classroom skills	4.3	2.3	6.3	3.0	5.5
5.	To what extent did the training effect building faculty not in the course?	3.9	2.5	5.0	4.0	4.0
6.	To what extent did the training generalize to student knowledge, skills, and/or relationships?	4.5	3.3	4.8	4.4	5.3
7.	Would you recommend the course to fellow teachers?	4.5	3.5	5.8	3.6	4.5

Discussion

Study 1 demonstrated in four group replications the utility of the MIIP program in a building based, inservice delivery model of teacher training. Results indicated that building mediators (i.e., principals and a designated special education staff member) could be trained in a relatively short period (i.e., 10 hours in two Saturdays) to successfully implement the full inservice program. All four trainers in all four settings implemented the program and their trainers successfully completed the program.

Through completion of the prescribed training sequence built into the text and instructors manual, trainees demonstrated that they could relatively easily obtain a 90% mastery of the 10 chapters. These prescribed activities included reading the chapter, preparation of review questions, and group discussion. Rarely, if ever, was a trainee required to take a mastery exam more than twice to complete the 90% level. Indeed, first time test takers with training averaged above 70% correct over the entire 10 chapters indicating that both training and test items were related to the objectives/content established by the authors in the program.

Because of the experimental design used, it was demonstrated and replicated across all four groups that the packaged training program was causally related to the mastery attainment of trainees. Control subjects in the same building, not receiving training, and trainees tested on quizzes which they had not prepared or received training, clearly indicated unsatisfactory performance and failure to obtain mastery. Moreover, the effects of repeated testing was eliminated in the design by having the control group take the same quizzes twice. Since it was evident that minimal gains, if any, were made by them on the second administration, the role of multiple testing as an explanation of trainees high performance can be ruled out.

A review of trainees pre test performance, averaging 25%, suggested the clear need for teacher training in minority issues. Only Group 4, a homogeneous special education faculty serving in a single school for the handicapped, performed significantly higher, 48% at the pre phase. However, it

is noted all four groups were below 50% on the pre test. By the post test all groups had demonstrated uniform gains to above 90% without any repeated testing, a truly impressive gain with respect to the entire program content.

The application tasks data further demonstrated that the procedures resulted in each faculty developing a technology base across the entire spectrum of minority issue areas covered in the program. This technology in the form of curriculum units for students or in reports for consumption by the faculty was produced and implemented. Systematic analysis of the effects of these procedures on the students in the respective schools was assessed using the instrument in the Instructor's Manual (Instructor's Manual, p. 60). However, because of the variations in age, grade and placement, it was not possible to adequately summarize these results in a meaningful way beyond the impact made by teacher application tasks. The validity of this type of assessment of student outcome was not analyzed and further research is needed in this aspect of the program.

Teacher satisfaction with the program appeared generally high. It appeared that Group 2 was systematically more satisfied with the program than the other three for reasons unknown to us. An easy speculation could have related to the ability of the trainer in this setting, yet since they were more satisfied in all areas, including the text, for example, this explanation is not completely acceptable. It also could have related to current events at the school such that, for example, the program was filling a current priority need there,than in other settings.

A major effort was made to deal with the low ratings of the Text(See Appendix D). Specific problems had to do with editing of the text and corrections in typographical errors and grammar in the first printing. These were made in the recent second printing of the text and these ratings should improve in subsequent evaluations.

Study II

Tryout in the Kansas City, Kansas District

This study was carried out at Hazel Grove School in the Kansas City, Kansas School District. Six teacher participants including the school principal were inserviced using MIIP procedures and materials by a designated member of the special education staff in the District. This persons role in the District was based heavily upon inservice training. This trainee was also a graduate student enrolled in the Minority Issues in Special Education Course offered at the University of Kansas by our project team.

The objectives of this inservice trial was to monitor the effectiveness of the MIIP procedures and materials in actual use by special and regular educators in their perspective classrooms and to observe where possible, permanent products developed by teachers resulting from the inservide training. In addition, the suitability of the program was examined in settings outside the Kansas City, Missouri School District in which the program was originally developed.

The inservice trainer attended 4 two-hour sessions. Session I consisted of an introduction to the MIIP program via the film strip, manuals, and discussion of the role of the trainer and other pre-training considerations. Session II covered identifying settings and needs, orienting teachers, and developing a training time line. Session III involved the actual mechanics involved in carrying out a MIIP workshop, including training activities, materials, evaluative options, and a mastery exam over the instructor's manual. The last session (IV) was a role playing session where the trainer actually carried out an inservice session over one issue area and received feedback from the program developers. This session was also used to discuss the classroom application task procedure and to answer any remaining questions regarding implementation in the school.

Inservice Training

As a result of minimal time and the many commitments of the building staff in this case, it was necessary to implement an inservice schedule somewhat modified from the original (12-two hour sessions) procedure. Trainees attended 8 - one hour sessions at the school. This one hour period consisted of:

20 minutes - presentation
20 minutes - discussion
10 minutes - application tasks
10 minutes - exam

During these eight sessions, trainees covered the eight issue areas (Chapters 3-10), took quizzes over these respective chapters, and were required to do four application tasks drawn from any of the eight issue areas discussed. Prior to beginning the inservice training, trainees were given the standard pre test over minority issues in special education. Following this they were given materials and instructed to read Chapters 1 and 2. These chapters were not discussed in class, however, specific questions were addressed in discussion.

A member of the MIIP project team visited over half (63%) of the training sessions to monitor the effectiveness with which the procedures were being carried out and to offer consultation if needed.

Results

Trainers Fidelity with Procedures. In order to demonstrate that the trainer was indeed conducting the MIIP workshop sessions according to the program design, project staff randomly assessed the trainers workshops. Using a 23 item behavior checklist, on which key training behaviors were specified, the staff members checked the behavior if it was noted to occur, marked it non-applicable (NA) or marked it as not occurring during the session. On the average only 2 items were marked NA during each session thus, most behaviors were relevant and were marked as occurring or not occurring. The results indicated that the trainer ranged 71 to 81% in compliance with the program over five sessions that were sampled (See Table 8). Items that were rated included a judgement about the trainers understanding of the chapter, whether or not they related the chapter content to building concerns, suggested solutions and strategies for solving the

Table 8

Trainer's Fidelity with MIIP Procedures

Chapter	Percent Fidelity
Assessment	86%
Language	77%
Barriers	71%
Policy	90%
Staff Training	81%

problems, etc. (See Appendix E for examples). These data suggested that the trainer was prepared, and that she conducted the sessions according to the design layed out in the Instructor's Manual.

Attendance. Overall attendance at the sessions was 92%. No trainee missed more than one session, while 50% attended all sessions.

Unit Quizzes. Chapter tests covering each issue area were administered at the completion of each session. Mastery of materials was based on a criterion score of 90%. Quizzes were repeated until this mastery level was reached.

Table 9

Number of Times Tested to Reach Mastery

	MIIP Chapters									
Trainee	1	2	3	4	5	6	7	8	9	10
1	*	*	1	1	1	1	1	1	1	1
2	*	*	1	1	1	1	1	1	1	1
3	*	*	1	1	1	1	1	1	1	2
4	*	*	2	1	1	1	1	2	1	2
5	*	*	1	1	1	1	1	1	2	1
6	*	*	1	1	1	1	1	2	1	2

* = Mastery tests were not given on the first two chapters

Application Tasks. Trainees were responsible for 4 application tasks during the inservice. A chapter task form was completed for each task and a summary of tasks completed was kept by the project staff. Tasks were completed in the following areas:

Table 10

Summary of Application Tasks Completed

Chapter 3	Assessment	3
Chapter 4	Language	5
Chapter 5	Learning Style	2
Chapter 6	Educational Objectives and Curriculum	4
Chapter 7	Educational and Vocational Barriers	4
Chapter 8	Policy	4
Chapter 9	Community	1
Chapter 10	Staff Training	1

24 Tasks Completed
4.0/Trainee

Examples of tasks included:

Assessment
- developing criterion referenced tests in math.
- a review of local norms for student placement in a learning disabilities class.

Language
- development of a list of differences in Black and Standard English.
- identified equivalent terms in Black and Standard English and then having students do writing exercises using Black English and Standard English forms.
- development of non-standard/standard English flash cards.

Learning Style
- evaluation of teaching style - inclusion of speakers from various ethnic groups.
- evaluation of different ways students approached specific math assignments.

Educational Objectives & Curriculum
- evaluation of the portrayal of ethnic groups in the Social Studies text.
- evaluation of Ginn 720 Reading text for multicultural content.
- incorporation of math lessons and evaluation of multicultural representation in math text - graphing exercise.

Barriers - having students experience varying handicaps for 15 minutes of class day, then write essay on experience.

- pupils wrote letters to store owners explaining why they could not shop at the store based on a specific handicap.
- "Mental Field Trip" by 6th graders to Indian Springs shopping center to survey barriers that exist at a large shopping mall.

Policy - reviewed location of special education classes in building - does location encourage interaction of handicapped and non-handicapped?

- evaluation of legal cases affecting rights of handicapped to an education
- surveyed teachers regarding suspension and expulsion policies.

Community - developed open-ended questions for students to respond to - review to determine values and attitudes.

Staff Training - Teacher self-evaluation form to determine strengths and weaknesses based on teacher competence.

A varied group of activities were reported and examples of student work and responses are included in Appendix C .

Pre-post Exams. Pre and post tests covering the content of the text, Minority Issues in Special Education were administered to all trainees. All but one trainee showed measurable increases from pre to post scores. Increases ranged from a loss of -3 points to a gain of 25 points at the post phase (See Table 11).

Table 11

Trainee Scores Summary

Trainee	Pre Test	Chapter Scores (%) 1	2	3	4	5	6	7	8	9	10	Post Test	Pre/ Post Gain
1	24.0	*	*	96	100	96	100	100	92	100	96	36.0	12
2	19.0	*	*	92	100	96	100	100	96	96	96	33.0	14
3	16.0	*	*	96	100	92	100	96	96	100	84/95	41.0	25
4	37.5	*	*	72/100	100	96	96	92	64/92	100	80	34.5	-3
5	22.0	*	*	96	88/96	88/96	100	96	92	88/92	92	28.0	6
6	19.5	*	*	100	100	92	100	100	88/92	100	88/100	40.0	205
Overall $\bar{X}$=	22.9	*	*									35.4	12.4
SD=	7.4	*	*									4.8	10.1

* = Not given

Trainee Satisfaction - A trainee satisfaction survey was given to each participant at the conclusion of the last session. Information gained from this survey is reported (See Table 12).

Table 12

Trainee Satisfaction Survey Results

Each item is rated on a seven point scale (1 = low, 4 = average, 7 = high)

	Item	Average Rating (N=6)
1.	Rate your overall satisfaction with this course.	5.1
2.	Rate your satisfaction with the instructor.	6.6
3.	Rate the importance to you of each of the following components:	
	(a) Instructors presentations	5.8
	(b) Group discussion	6.6
	(c) Application Discussions	5.6
	(d) Classroom Applications	5.0
	(e) Mastery exams	4.1
	(f) The Text	4.5
4.	In your judgment, rate the extent that the course actually increased your:	
	(a) Awareness of various issues	5.8
	(b) Knowledge concerning specific issues	6.0
	(c) Classroom skills	4.6

Table 12 (Continued)

Item	Average Rating (N=6)
5. To what extent did the training effect building faculty not in the course?	2.8
6. To what extent did the training generalize to student knowledge, skills, and/or relationships?	4.3
7. Would you recommend the course to fellow teachers?	6.3

Trainees were asked to evaluate the materials, tests, time for discussion, and benefits they had derived, among seven major areas. It is important to remember when reviewing the satisfaction data that this group of trainees was involved in a modified inservice that was conducted in less than the amount of time recommended. The overall satisfaction with the training averaged 5.1 on the seven point scale. Highest satisfaction, rated above 6.0 included: (a) the instructor, (b) group discussions, (c) increased trainee knowledge in specific issues, and (d) their recommendation of the program to fellow teachers. The lowest ratings were received by: (a) the mastery exams, (b) the effect on other building faculty not in training, and (c) the extent their training generalized to student knowledge, skills, and/or relationship. Specific comments made by trainees and the trainer can be viewed in Appendix D.

Discussion

Study II demonstrated that the MIIP program could be applied in school settings not within the original district in which the program was developed. In this application a special education member, responsible for inservice faculty training, was trained and carried out the MIIP program with six teachers. Moreover, staff observations indicated that the trainer conducted workshops as indicated in the program.

In contrast to Study 1, Chapters 1 and 2, the introduction and review of minority handicapped children in the Kansas City, Missouri District, were only briefly covered. Rather, the major training activities covered Chapters 3-10, the major issue chapters.

As in Study I, teachers demonstrated mastery of each chapter typically within two test trials. Teacher applications were completed at an overall rate comparable to Groups 1, 2, & 3 but below that of Group 4. Teachers appeared satisfied with the training experience and would recommend it to fellow teachers. They did point out problems with the text with respect to editing which particularly focused on the mastery quizzes (see Appendix D).

Perhaps most puzzling, given these similar findings, was this groups relatively poor performance on the post test. Their pre test performance average, 23%, was comparable with those groups in Study 1, but their 12 point gain to 35% was clearly out of line with Study 1 results. Three points seem relevant. One was that both tests contained items representing the first two chapters that were only briefly covered, and undoubtedly acted to lower trainees' post scores. A second factor was that some sessions were missed by trainees. The third factor appeared to be the opportunity for review. In Study 1, groups were given a week between completing the last chapter and the post test. Thus, they had an opportunity to review prior materials and prepare for the exam. In Study 2, no time for review was allocated. Thus, trainees took the post exam immediately after completing Chapter 10. This factor including a lack of motivation with respect to the test, on top of just completing the unit, likely explains the lower overall scores. The opportunity to review and the exclusion of items on the post test that are not covered during training, if a modified version of the program is used, appear essential in obtaining an accurate assessment of the program on trainee awareness and knowledge of issues.

Summary and Conclusion

This report has covered activities completed during a three year special project from the Division of Personnel Preparation, Special Education Program, U.S. Department of Education. The report covered completion of project objectives during this period with a special emphasis on the inservice training product developed, its field tryout results and its disseminstion. The review indicated timely completion of all project objectives including the inservice training product. Results from the project tryout using multiple measures indicated that the program was effective in increasing teachers awareness, knowledge and classroom applications of techniques based upon the course content - minority issues in special education. Further, it was demonstrated that the project staff had communicated information about the program and the program materials via mailout, appearances and presentations, workshops, exhibits, etc. to a national audience. The option of private publication of the materials is currently under consideration.

Results from the field tryouts, particularly concerning the Text used in the training program, was used as the basis for revision and correction of many of the points of concern (i.e., editing, spelling, grammar, etc.). Thus, it appears that a mature product is available and of interest and value to those working with minority handicapped children.

References

Delquadri, J., & Greenwood, C. R. The importance of "opportunity to respond" in the education of the black minority students. ERIC (EC 133 360). Paper presented at the CEC Topical Conference on the Exceptional Black Child, New Orleans, February 1981.

Greenwood, C. R (Session leader). Cross-cultural and minority issues in the education of handicapped children: A principal mediated inservice program for teachers. Symposium presented at the CEC Topical Conference on the Exceptional Black Child, New Orleans, February 15-17, 1981.

Greenwood, C. R., Delquadri, J.,-& Hall, R. V. Opportunity to respond and academic instruction: Implications for teaching minority students. Round table discussion on the Exceptional Black Child, CEC Convention, Philadelphia, April 1980.

Greenwood, C. R., Harris, J., Delquadri, J., Thurston, L., Owens, U., & Meyen, E. Cross-cultural and minority issues in the education of handicapped children: A principal mediated inservice program for teachers. Kansas City, Kansas: Proposal funded by the Office of Special Education, Division of Personnel and Preparation, 1979-81.

Greenwood, C. R., Preston, D., Critchlow, W., Hughes, V., Yuen, P., & Thibadeau, S. Minority issues in the education of the handicapped: Instructor's Manual. Kansas City, Kansas: Department of Special Education, University of Kansas Medical Center, 1982.

Greenwood, C. R., Preston, D., & Harris, J. Minority issues in special education: Total information package. Kansas City, Kansas: Department of Special Education, University of Kansas Medical Center, 1972.

Greenwood, C. R., Preston, D., & Harris, J. Minority issues in the education of handicapped children. Kansas City, Kansas: Department of Special Education, University of Kansas Medical Center, 1982.

References (Continued)

Hall, R. V., Delquadri, J., & Greenwood, C. R. Experimental analysis and field evaluation of innovative strategies to increase and maintain the reading skills of the minority learning disabled child. Proposal funded by Research and Innovation, Special Education Program, U.S. Dept. of Education: Lawrence, Kansas: Bureau of Child Research, University of Kansas, 1979-82.

Hersen, M., & Barlow, D. H. Single-case experimental: Strategies in studying behavior change. New York: Pergammon Press, 1977.

Miller, L. K., & Weaver, F. H. A multiple baseline achievement test. In G. Semb (Ed.), Behavior analysis and education, 1972. Lawrence, Kansas: Dept. of Human Development, 1972, Pp. 393-399.

Schiefelbusch, R. Research on the development of children from depriving environments. Program project funded by the National Institute of Health and Human Development. Lawrence, Kansas: Bureau of Child Research, 1978-1982.